



DHRUBA CHAND HALDER COLLEGE

Gender Audit Report

2021-22




ACKNOWLEDGEMENT

HUMAN DEVELOPMENT CENTRE, Joynagar, South 24 PARGANAS, West Bengal, thanks the Principal of **DHRUBA CHAND HALDER COLLEGE**, Dr. Satyabrata Sahoo, the IQAC Coordinator Smt. Sudakshina Sengupta and the Convenor of the Gender Sensitization Committee, Dr. Manika Rakshit, for having confidence in the Centre and entrusting us with the work of conducting and preparing a Gender Audit for the year 2021-22. We are also thankful to the other teaching and non-teaching staff members for their co-operation in preparing this report.


Secretary
HUMAN DEVELOPMENT CENTRE
Mastikari, D. Barasat
South 24 Parganas




10.7.22

PRINCIPAL
Dhruba Chand Halder College
P.O.- D. Barasat, P.S.- Joynagar
South 24 Parganas, Pin- 743372

GENDER AUDIT REPORT

Dhruba Chand Halder College at Dakshin Barasat, in the Sealdah-Namkhana section of the Eastern Railways, South 24 Parganas, West Bengal, formerly known as Dakshin Barasat College, was established in 1965, as a co-educational undergraduate college, for providing quality-higher-education to hundreds of students in the vast Sunderban belt, one of the largest mangrove forests in the world, on the Gangetic delta.

The College provides exceptional academic opportunities to a vast cross-section of people in the district, through a plethora of courses offered under Distance Learning Centre, along with its regular courses and contemporary Add-on Courses. This College offers 19 undergraduate programmes in three main streams i.e., Arts, Commerce and Science.

At DCH College, a co-educational institute, the need for maintaining safety and security and keeping the ambience free from all encumbrances is a priority. Care is taken, so that the College remains an abode of peace and harmony.

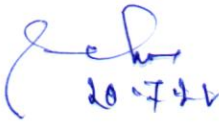
The Nari Sansad or the Women's Development Cell is entrusted with the duty of organizing at least two meaningful programmes every year, on relevant gender issues.

In conjunction with the prescribed syllabus, the faculty is advised to engage students on latest debates and issues surrounding women's empowerment.

All concerned departments are advised to carry out programmes to help to disseminate knowledge on the theme of Women's Potentialities, Opportunities and Practical Problems and Solutions.


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What is Gender Audit?

A Gender Audit is a process of assessment of the gender equality in an organization adopting means by which the main gender biases are identified. A gender audit usually takes into account different issues such as: the status of gender equality in different policies guiding an institution, involving both women and men in its decision-making structure, and understanding the behaviour of staff members of both sexes in relation to a particular issue.

Objectives of the Audit Report:

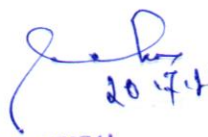
The Gender policy aims to ensure "equality of all opportunities between women, men, girls and boys so that development efforts have an equal impact on all gender". It facilitates proper integration of gender issues in development to ensure full participation of women and men in their productive lives.

For effective dissemination of knowledge, an educational institution needs to be unbiased and impartial, especially in its treatment of both men and women. The Constitution of India stands as the source of guidance to any centre of education. The sections on Fundamental Rights and Duties, Directive Principles and the Preamble, related to this aspect are many: **Article 14** requires 'equality before law' and ensures universal rights for all, regardless of birth, ethnicity, gender or race; **Article 15 (1)** authorizes the state not to isolate any person based on sex, race, nationality, caste, ethnicity or any of them; **Article 15 (3)** empowers the state to prepare special arrangements to benefit women with the help of laws such as the Domestic Violence Act, Workplace Harassment Law, Sexual Abuse Legislation, Amendment to the Hindu Succession Act etc; **Article 16** proclaims equal opportunity for all; **Article 39 (d)** ensures equal wages for equal work for all and **Article 42** states that governments are to provide fair and reasonable working conditions and maternity assistance.

The University Grant Commission has also focussed on these aspects and accordingly many Gender positive initiatives are required to be implemented and assessed periodically. The gender balance is thus maintained in an institution. Accordingly all Institutes of Higher Education have to conduct a Gender audit in their campuses to ensure Gender neutrality of facilities and assess/ monitor programmes for Gender Sensitization.


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Methodology:

As part of the Audit, we collected information from the different stakeholders, on the curriculum, teaching-learning, research and innovations etc. and also conducted an online survey through a designed Google form for the Students, Faculty and the non-teaching staff in order to gather and collate the respondent's perception on the prevailing Gender sensitive practices /facilities.

Gender sensitive indicators:

- a. Curricular aspects
- b. Teaching, Learning and Evaluation
- c. Research and Publications
- d. Resources & Infrastructure
- e. Student participation, involvement and placement
- f. Organization and Management
- g. Healthy Practices


Observations:

After a thorough study and analysis of the facts provided by Dhruba Chand Halder College, it is observed that the College promotes gender equality through various means and mechanisms.

- ◆ There is significant representation of female staff in the total strength of the employees.
- ◆ The Internal Complaints Committee (Sexual Harassment) and the Grievance Redressal Committee have been formed, to look after the interests of all.
- ◆ The grievances are resolved in a confidential and timely manner.
- ◆ Child Care Leave and Maternity Leave are granted to all female staff members, irrespective of age and position.
- ◆ Equal opportunities are provided to men and women, in terms of sports, cultural, curricular and co-curricular events organized in and outside the campus.
- ◆ The College organizes special sessions /workshops /webinars and Gender sensitization programs with women related themes to foster gender equality, specially among students. College Women Development Cell or the 'Nari Sangshad' is highly active and work whole year for students and staff. It supports the faculties in organising seminar, workshops, lectures etc. on women issues.


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Curricular Aspects:

Teachers of DCHCollege participate in following activities related to curriculum development and assessment of the affiliating University

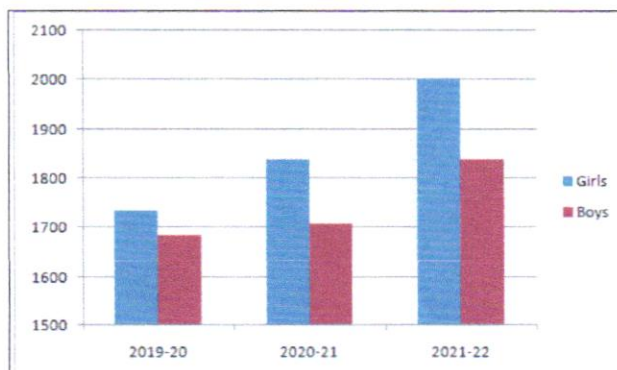
- ◆ Setting of UG Question papers, evaluating University examination papers.irrespective of gender.
- ◆ Designing and conducting Add-on-Courses.
- ◆ Many courses taught at the Undergraduate level at Dhruba Chand Halder College, focus on Women's Studies, theories related to women's issues and feminism.

Teaching-Learning:

Gender segregated data on students and faculty in various departments:

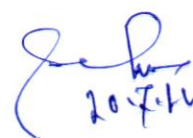
Total number of students admitted to first semester:

Year	Number	Girls	Boys
2021-22	3839	2004	1836
2020-21	3547	1838	1709
2019-20	3420	1736	1684



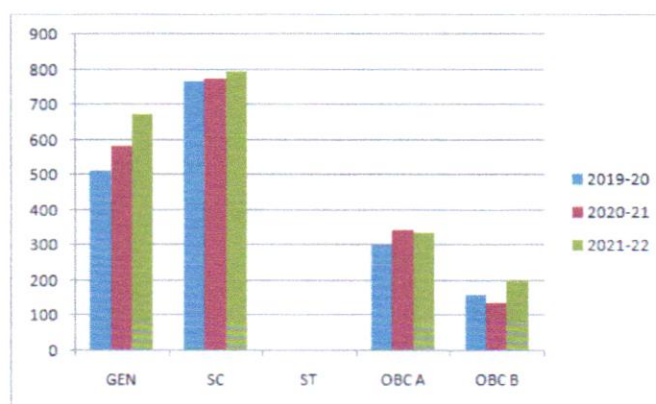

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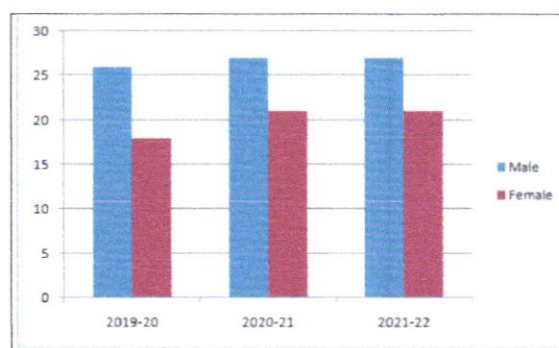
No. of female students in different categories:

Year	GEN	SC	ST	OBC A	OBC B	TOTAL
2021-22	674	796	2	334	198	2004
2020-21	582	774	0	345	137	1838
2019-20	510	766	1	301	158	1736



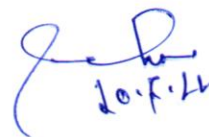
Gender profile of the Full-time Teaching Staff:

Academic Year	Male	Female	Total
2021-22	27	21	48
2020-21	27	21	48
2019-20	26	18	44



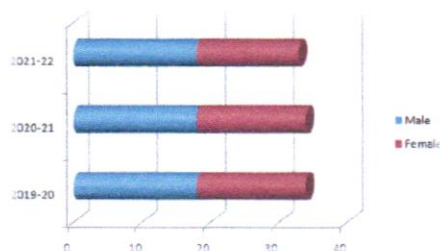

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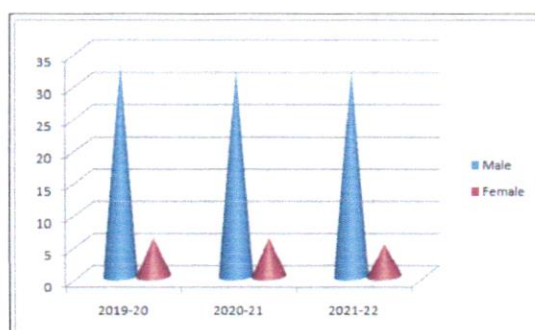
Gender Profile of the State Aided College Teachers:

Year	Male	Female	Total
2021-22	18	15	33
2020-21	18	16	34
2019-20	18	16	34



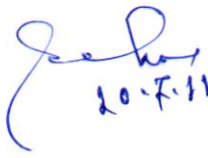
Gender Profile of the Non-Academic Staff 2021-2022

Academic Year	Male	Female	Total
2021-22	32	5	37
2020-21	32	6	38
2019-20	33	6	39



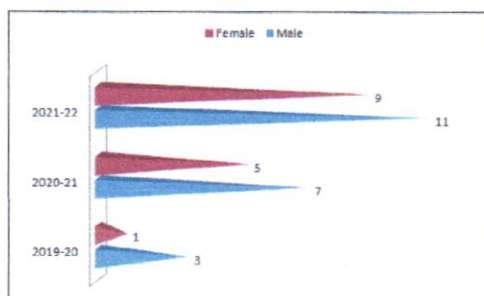

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Participation of women faculty in faculty development programmes:

Year	No. Of Departments	Male	Female
2021-22	16	11	9
2020-21	11	7	5
2019-20	4	3	1

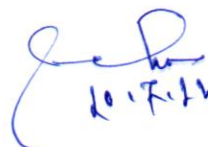


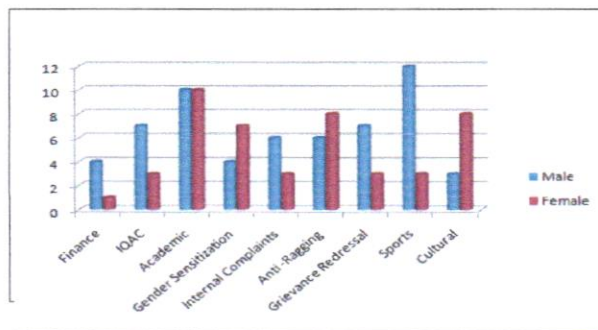
Participation of women in different committees in 2021-22:

Committee	Male	Female	Total
Finance	4	1	5
IQAC	7	3	10
Academic	10	10	20
Gender Sensitization	4	7	11
Internal Complaints	6	3	9
Anti -Ragging	6	8	14
Grievance Redressal	7	3	10
Sports	12	3	15
Cultural	3	8	11


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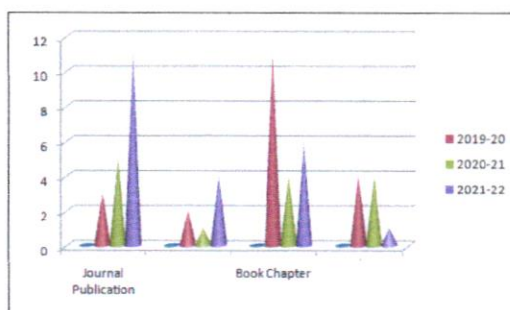



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Publications:

Year	Journal Publications Male	Journal Publications Female	Chapters in books Male	Chapters in books Female
2021-22	11	4	6	1
2020-21	5	1	4	4
2019-20	3	2	11	4



Infrastructure:

There are numerous ways in which the vision for gender sensitivity has been adopted in the college. Utmost care is taken to ensure safety and security inside the college campus. The increasing number of female students shows a positive outlook in this regard. This helps us focus on women empowerment too.

- There are separate Common Rooms for girl students and staff members, both teaching and non-teaching.
- Basic sanitation facility in the form of toilets is available in all the buildings.

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- Separate washrooms for academic and non-academic staff are available in each building.
- A medical room with a doctor is available in the campus. In case of emergency, students are escorted to the nearby Tulip Nursing Home.
- Gymnasium facility is available to students, faculty members and administrative staff daily.
- The College canteen caters to the students, teaching as well as non-teaching members.
- Photocopiers are available in the college buildings for the convenience of all stakeholders.
- Braille books are available in the college library for the visually-impaired.
- Ramps at the entrance of the different buildings and an elevator help the specially-abled persons visiting and working in the college.

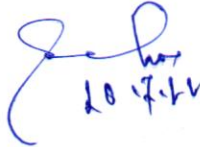
In the year 2018, the Sexual Harassment cell was renamed The Internal Complaints Committee, and during the pandemic, a similar kind of complaint was raised by a few female students who were not conversant with the real meaning of the word ragging, but this was resolved when the faculty members explained it to them.

Organization and Management:

- ❖ Women employees of the institution do not face any problem when applying for Child Care Leave. During the last 3 years, 3 faculty members had availed of this facility.
- ❖ Number of gender sensitization programmes conducted. Number of women- related themes and topics taken up for discussion and debates:


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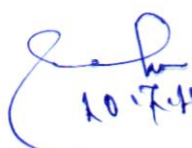

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Activities of the Gender sensitization Sub Committee:

Session	Date of Event	Events/ Programs
2017-18	21.08.2017	Awareness Programme on Human Trafficking by Swayansiddha
2017-18	27.11.2017	Seminar on Gender
2018-19	6.9.2018	Gender Equality: Vision or Reality
2018-19	8.3.2019	New Woman: Opportunities and Challenges
2019-20	2.11.19	Poster Competition on Women's Position in Contemporary India
2019-20	2.12.19	Academic Discussion on Women's Writing
2019-20	13.03.2020	Awareness Programme on Women's Trafficking in South 24 parganas
2020-21	27.08.2020	State Level Webinar titled "A Young man Like Themselves: Mary Wollstonecraft and Feminist Foremothers" along with IQAC and Department of English
2020-21	30.06.2021	Interactive Session with girls belonging to this institution in a tell-all programme titled 'AmaderKotha' (Our Story)
2021-22	08.03.2022	Celebration of Women's Day with Poetry Reading Session Title of the Programme- Celebration of Womanhood

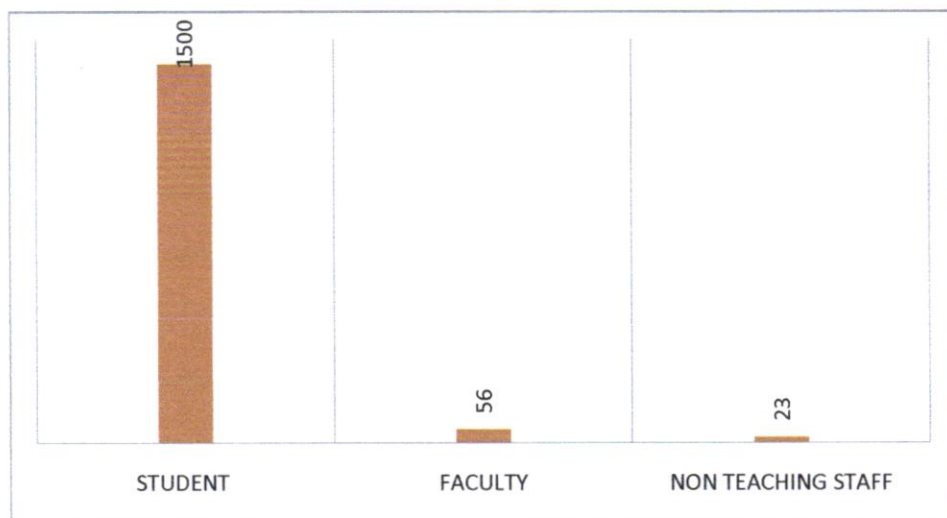

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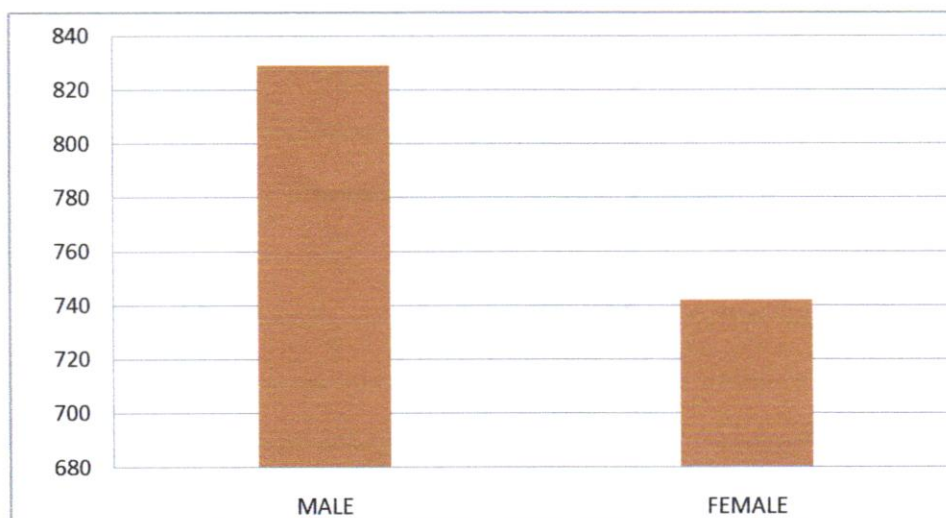
1. Are you a Student/Faculty/Non-teaching staff (1500-56-23)

STUDENT	1500
FACULTY	56
NON TEACHING S	23



2. Are you a Female/Male? (798+28+3 female: 702+28+12 Male)

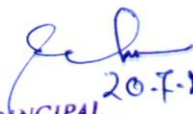
MALE	829
FEMALE	742



3. Is there a documented policy to deal with sexual harassment?

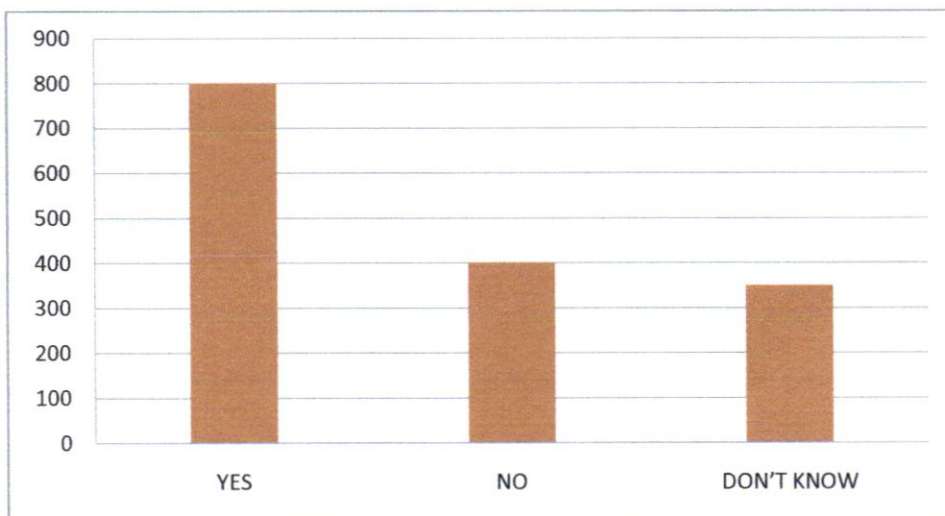

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Yes/No/Don't know (800-400-350)

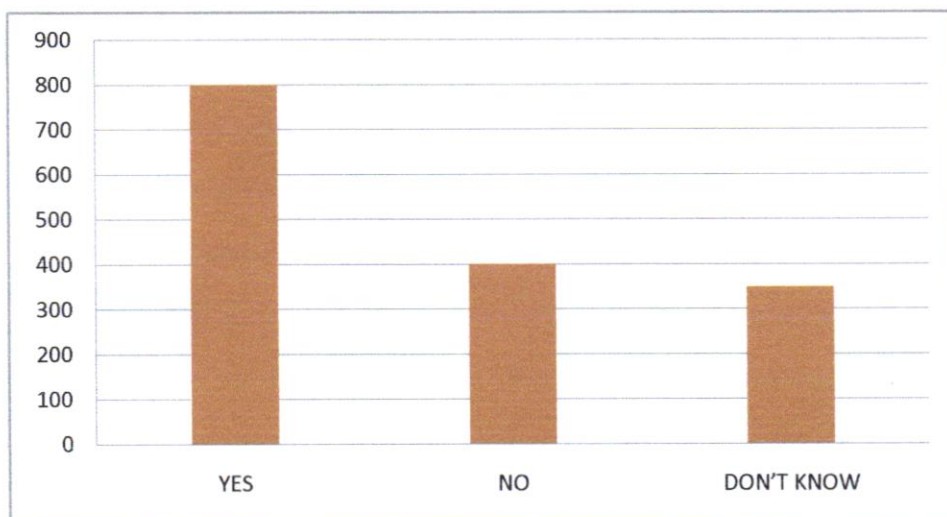
YES	800
NO	400
DON'T KNOW	350



4. Is the policy on sexual harassment available on the website?

Yes/No/Don't know

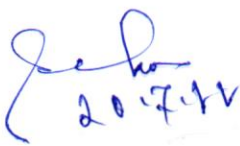
YES	800
NO	400
DON'T KNOW	350



5. Is there any Committee to prevent sexual harassment in the

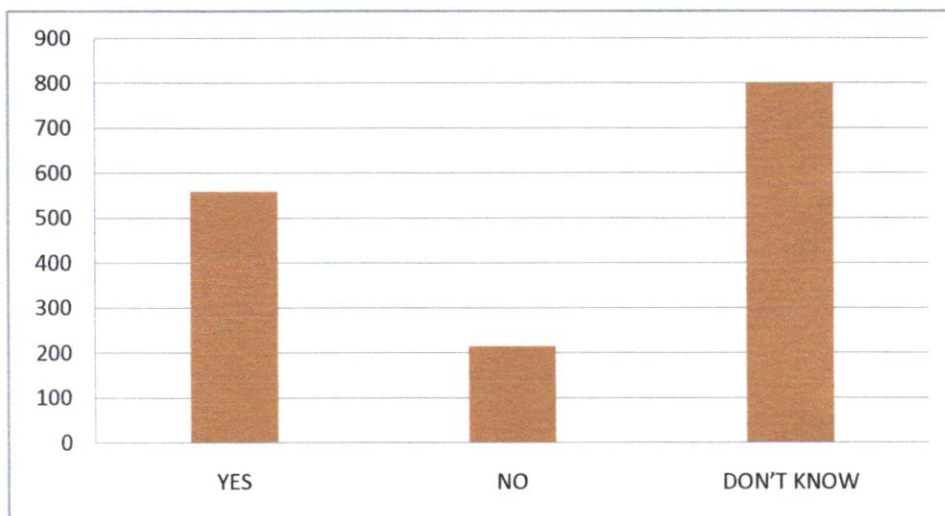

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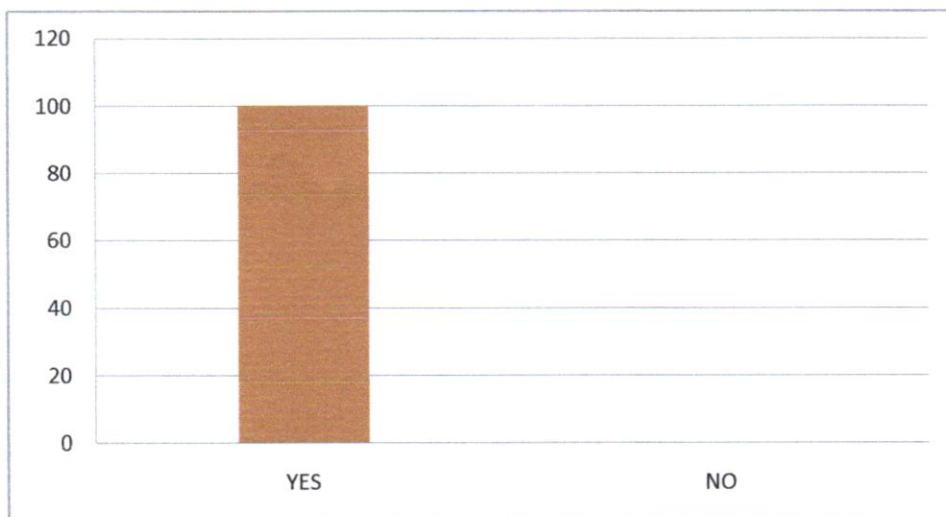
campus? Yes/No/Don't know

YES	558
NO	215
DON'T KNOW	800



6. Are CC Cameras installed in the campus? Yes/No


YES	100
NO	0



7. Are Orientation Programmes conducted at the commencement of

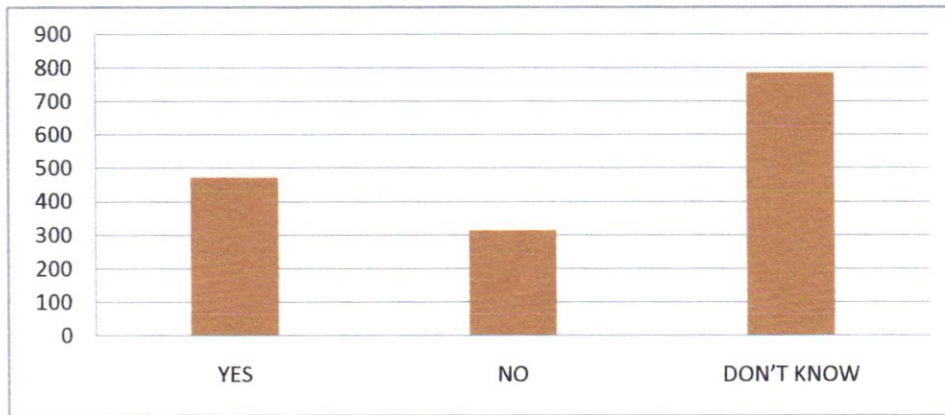

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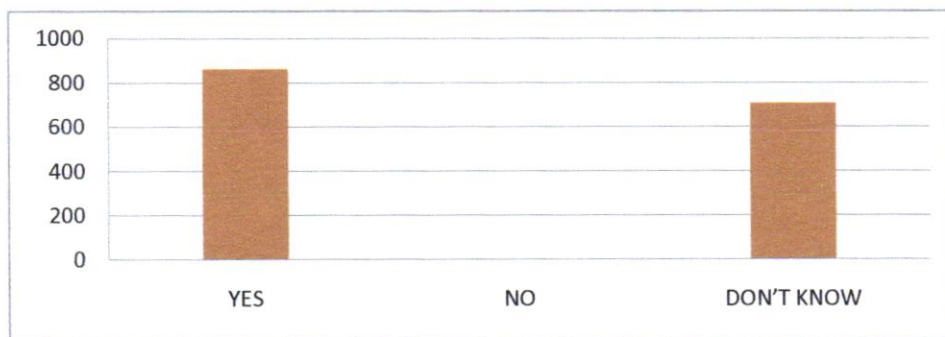
each academic session? Yes/No/Don't know

YES	471
NO	314
DON'T KNOW	785



8. Is there any complaint box in the campus? Yes/No/Don't know

YES	864
NO	0
DON'T KNOW	707



9. Are Gender Sensitization Programmes held in the campus?
Yes/No/Don't know

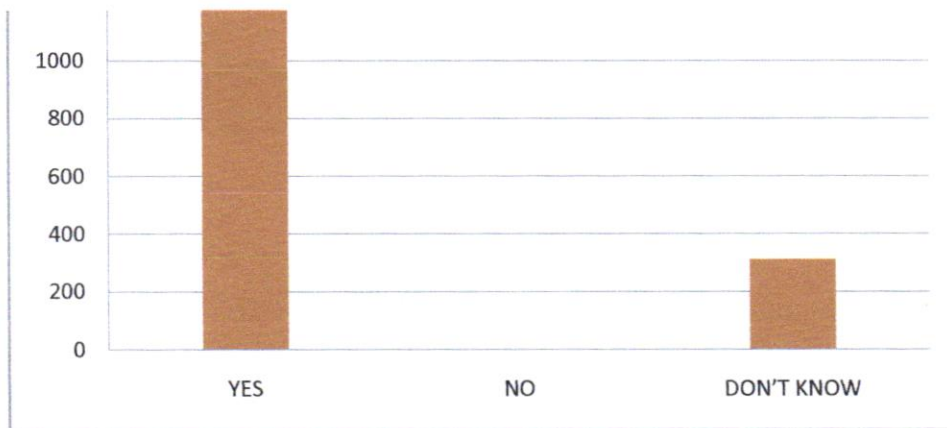
YES	1256
NO	0
DON'T KNOW	314



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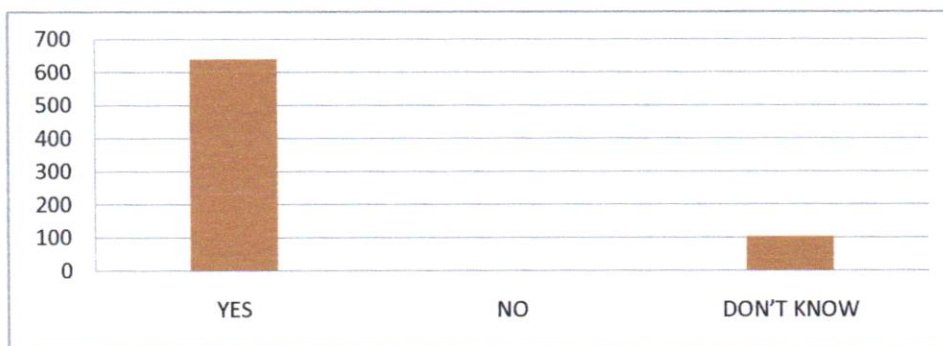
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South 24 Parganas, Pin- 743



10. Is sanitary napkin vending machine available in the girls;
Common room? Yes/No

(OUT OF 742 STAKE HOLDERS)

YES	640
NO	0
DON'T KNOW	102



11. Do you face discrimination of gender in the sports field? Yes/No

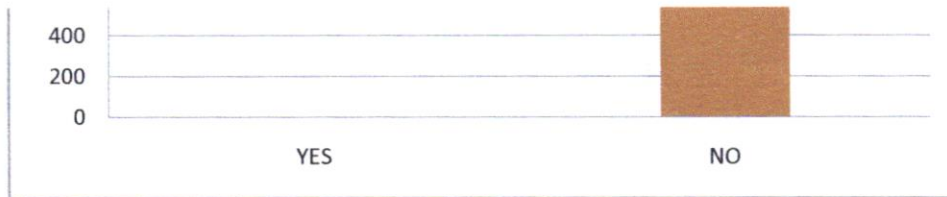
YES	0
NO	1570



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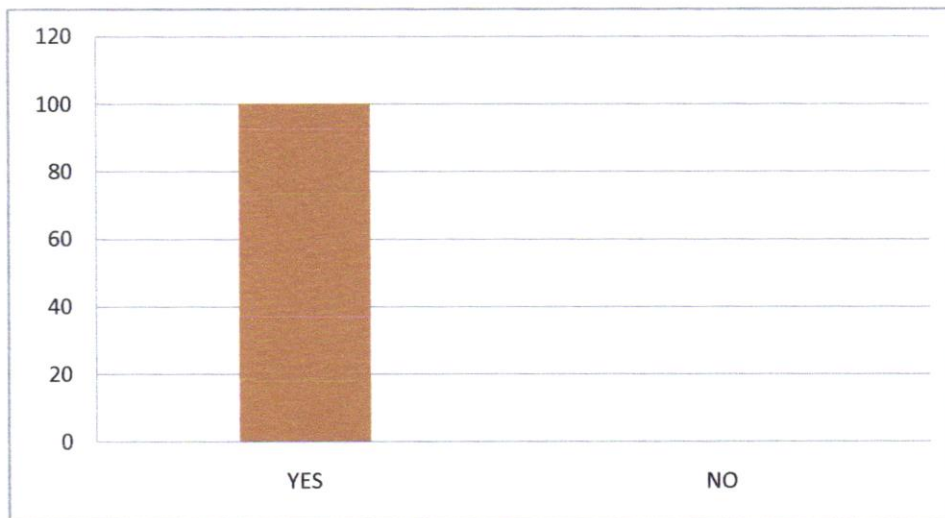


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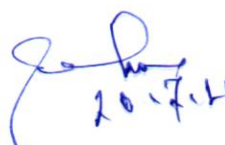
12. Are libraries and laboratories gender neutral? Yes/No

YES	100
NO	0




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**DHRUBA CHAND HALDER COLLEGE
DAKSHIN BARASAT
SOUTH 24 PARGANAS**



**REPORT ON ENERGY, ENVIRONMENT & GREEN
AUDIT, 2021-22**

PREPARED BY:

**LOKMATA RANI RASHMONI MISSION
NIMPITH
24 PARGANAS**

ACKNOWLEDGEMENT

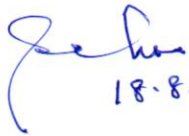
Lokmata Rani Rashmoni Mission thanks the management of **Dhruba Chand Halder College** for assigning the work of Green Audit to the organization. We appreciate the co-operation extended to us for completion of the green audit. We thank the Principal, Dr. Satyabrata Sahoo for having confidence in us. We also thank the teaching & supporting Staff of College for giving us necessary inputs to carry out the work of Green Audit.. We are also thankful to other staff members who were actively involved while collecting the data and conducting field measurements.

DISCLAIMER

The Green Audit Team of has prepared this report for DHRUBA CHAND HALDER COLLEGE, based on input data submitted by the representatives of college. It is further informed that the conclusions are arrived at, are estimates and that the organization has no other responsibility in case of any loss arising from these data. **Lokmata Rani Rashmoni Mission** also confirms that during this audit, no environmental monitoring was done with the help of instruments.

The entire report is compiled by Mr Amitavo Roy, Lead Auditor.

The report is certified by Mr Suman Nandy, Lead Auditor, CISA, CISSP, ITIL (Foundation), **KAHAN TECHNOLOGIES.**


18.8.21

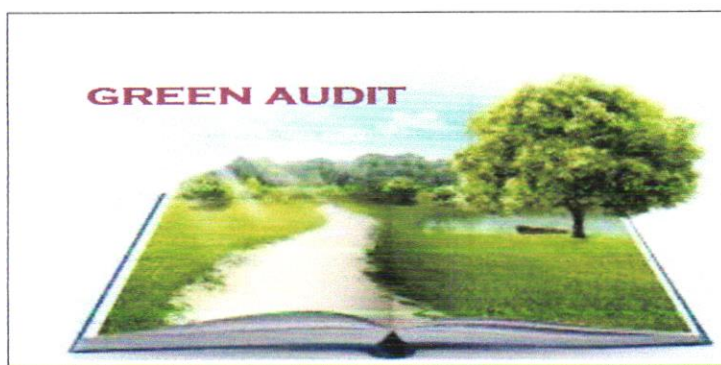


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General Secretary
LOKAMATA RANI RASHMONI MISSION
P.O.- Nimpith Ashram, South 24 Parganas
Pin - 743338

GREEN AUDIT



Green Audit is a process of systematic identification, quantification, and analysis of various components constituting the environment within a particular campus. It aims to analyze these environmental practices which results in the creation of an eco-friendly ambience.

Green audit can be a useful tool for a college to determine:


- how and where most energy or water or resources are used
- the type and volume of waste generated in the campus.

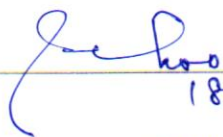
Based on the findings, the college can devise ways and means to introduce measures for conservation of electricity; elements which can be used for a recycling project or to improve waste minimization plan.

It can create health consciousness and promote environmental awareness, values and ethics. It makes the staff and students understand the Green impact on the campus better.

Main Objectives of Green Audit are:

- Consideration of the Geographical Location
- Taking account of the Botanical diversity


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- Studying Energy Consumptions
- Analyzing the Waste disposal system
- To introduce and create awareness among stakeholders to the real concerns of environment and its Sustainability.
- To cut down the threats posed to human health .
- To bring out a status report on environmental compliance.

Methodology:

For the preparation of a report on the Green Audit, the institution had to prepare questionnaires on the different aspects in the campus; conduct physical verification of the campus; document and analyze the resources and their usage; study and recommend measures of optimum utilization and conservation of resources.

The study covered the following areas to summarize the present status of environment management in the campus:

- ❖ Water Management
- ❖ Waste Management (solid, liquid & e-waste)
- ❖ Energy Management
- ❖ Management on Carbon Foot-print
- ❖ Green area management

Observations and Recommendations:


Water Management

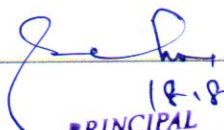
Water Sources:

Number of Pumps available: 4

Average daily running Hours: 30-45 Minutes per pump

Average daily consumption of water (litre): 15000

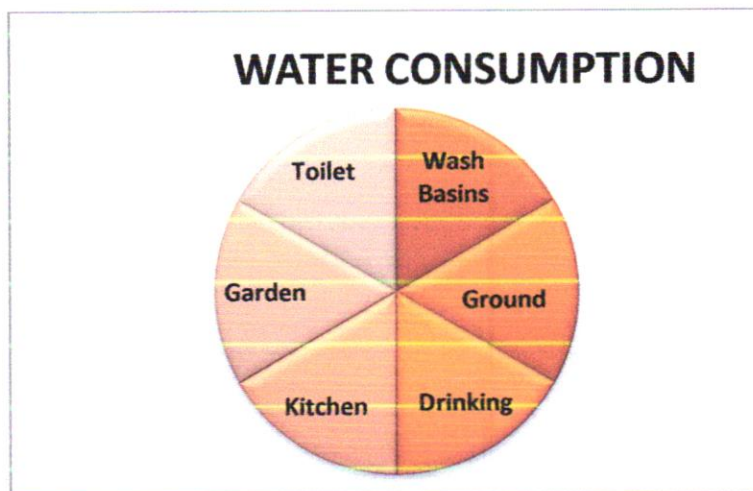

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Total yearly consumption (kilolitre): 3,750

This includes usage in and for:

Toilets, wash basins, drinking, kitchen and canteen, garden and ground.



Dhruba Chand Halder College remains open for 250 days a year on an average.

Average discharge of water per minute of each of the four pumps = 93 Litres per Minute

Average discharge of water per minute by four pumps = $93 \times 4 = 372$ Litres per Minute.

Average yearly discharge of water per minute: 93 kl.

Observations:

- ❖ The study observed that the major sources of water in college and the hostel are 4 pumps, out of which, one is a submersible one. Water is used for drinking purpose, toilets, and gardening. During the survey, no loss of water was observed. There were neither any leakages, but overflowing of water from one of the overhead tanks happens.
- ❖ The college recycles rain water for recharging through rain water harvesting.
- ❖ The college fountain cum aquarium uses pond water so that less fresh water is consumed.

Recommendations:

- ✓ Recycling of rain water for using in toilet flushes is strongly recommended.
- ✓ Gardens should be watered by using drip/sprinkler system to minimize water waste.

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Waste Management

Waste production, recycling and disposal of different wastes like paper, food, plastic, biodegradable, glass etc come under the purview of Waste Management. Types of wastes in the campus include: solid, liquid, chemical, biological and e- wastes. These resources are channeled into better service through recycling, repair, and reuse. Wastes that cannot be recycled, re-used are properly disposed off, by proper scientific methods.

Observations

In the campus, waste is generated from paper and cardboard boxes, plastic materials, foils, sewage and sullage, chemicals, biological and medical materials and electronic gadgets.

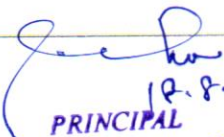
Leaf litter is also a major solid waste generated in the campus. The waste is segregated at source by providing separate dustbins and pits. Specimen disposal pit, leaf litter composting bed, chemical waste pit and e-waste disposal bins, along with common dustbins have been put in place in the campus, and are functional. Single sided used papers reused for writing and printing in all departments and recently both side printing is carried out as per requirements.

Category wise solid waste generation at college (kg / month)

Category of Waste	Generation of Waste per year
Paper Waste	15 quintals
Plastic Waste	50 kg
E-Waste	164 kg
Glass Waste	15 kg
Wood Waste	2400 kg
Chemical Waste	125 litre
Bio Waste	30 kg
Leaf litter Waste	90 kg


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Ways of disposal of waste materials:

Type of Waste	Disposal/Recycling Method
Paper Waste	<ul style="list-style-type: none">• Reused for reprinting• Sold off to scrap dealers
Plastic Waste	<ul style="list-style-type: none">• Sold off to vendors
E Waste	<ul style="list-style-type: none">• Collected and recycled by HULLADEK
Glass Waste	<ul style="list-style-type: none">• Sold off to junk dealers
Wood Waste	<ul style="list-style-type: none">• Recycled to make furniture
Chemical Waste	<ul style="list-style-type: none">• Collected in an underground tank after neutralizing
Bio Waste	<ul style="list-style-type: none">• Collected in a disposal pit for degradation
Leaf litter	<ul style="list-style-type: none">• Used for preparing compost soil.



Leaf Litter Compost Pit of Dhruba Chand Halder College

Sewage & Sullage discharge System

The college has a system in place, to discharge sewage and sullage generated through proper waste management system that includes soak-pits etc.

Rain Water Harvesting

The college has a proper rain water harvesting system.

Recommendations

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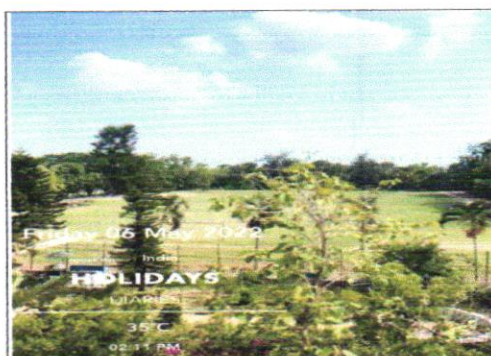
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- Reduce the absolute amount of waste of stationery that is produced from college offices by digitalization of documents.
- Vermi-composting could be adopted on at least 300 sq. ft. of land.
- Rain water could be recycled for use in toilets and gardens.

Green Area Management

This includes the plants, greenery, lawn and gardens in the campus and study the sustainability of the campus to ensure that green initiatives are followed for a sustainable environment. This also helps in ensuring that the Environmental Policy is enacted and enforced in the campus.



Trees in the Campus and their Effects

Sr. No.	Local name	Scientific name of the plant	Family	Total No./Uses/remark	Ecological impact
1	Mehogini (baropata)	<i>Swetenia mehogoni</i>	Meliaceae	21/ Timber wood	Moderately negative effect on ecology
2	MehoginiChotopata)	<i>Sweteniamacrophylla</i>	Meliaceae	18/Timber wood	Moderately negative effect on ecology
3	Jaam	<i>Syzygiumcumini</i>	Myrtaceae	32/Fruit & fire wood	positive effect on ecology
4	Senna	<i>Cassia siamea</i>	Caesalpinaceae	1/Medicinal plant	positive effect on ecology
5	Bilatisiris	<i>Samania saman</i>	Mimosaceae	4/ Wood	positive effect on ecology
6	Eucalyptus	<i>Eucalyptus sp</i>	Myrtaceae	6/ Oil	negative effect on
7	Aam	<i>Mangiferaindica</i>	Anacardiaceae	14/ Fruit and fire	positive effect on
8	Kanthal	<i>Artocarpus heterophylla</i>	Moraceae	2 /Friut	positive effect on ecology
9	Chhatim	<i>Alstonia scoloris</i>	Apocyanaceae	1/ Native Tree	positive effect on ecology
10	Kath badam	<i>Terminalia catappa</i>	Combritaceae	1/Native Tree	positive effect on
11	Lombu	<i>Dysoxylum alliacerum</i>	Meliaceae	1/Wood	positive effect on

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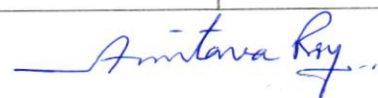
					ecology
12	Aamra	<i>Spondias mombin</i>	Anacardiaceae	1/Fruit	positive effect on ecology
13	Narikel	<i>Cocos nucifera</i>	Palmae	44/Fruit	Most successful in colonizing into new habit
14	Kadam	<i>Anthocephalus cadamba</i>	Rubiaceae	6/Flower and fruit	Having + effect on C sequestration
15	Chaalta	<i>Dillenia indica</i>	Dilleniaceae	1/Fruit, Native Tree	positive effect on ecology
16	Bilati Jhau	<i>Casuarina equisetifolia</i>	Cupuliferae	29/wood	negative effect on ecology
17	Sajina	<i>Moringa oleifera</i>	Moringaceae	1/ Medicinal plant	positive effect on ecology
18	Arjun	<i>Terminalia arjuna</i>	Combretaceae	3/Medicinal plant	positive effect on ecology
19	Sundari	<i>Heritiera fomis</i>	Sterculiaceae	1/Mangrove Plant	Mangrove plant
20	Segun	<i>Tectona grandis</i>	Lamiaceae	2/ Wood	
21	Jarul	<i>Lagerstroemia speciosa</i>	Lythraceae	5/ ornamental tree	positive effect on ecology
22	Bakul	<i>Mimusops longi</i>	Sapotaceae	1, Flowering tree	positive effect on ecology
23	Sissoo	<i>Dalbergia sisso</i>	Papilionaceae	12/ Wood	positive effect on ecology
24	Simul	<i>Bombax ceiba</i>	Bombaceae	1/ Fibre	positive effect on
25	Akashmoni	<i>Acacia auriculiformis</i>	Mimosaceae	3/ ornamental	negative effect on
26	Radhachura	<i>Peltophorum pterocarpum</i>	Fabaceae	2/ Ornamental	positive effect on ecology
27	Debdaru	<i>Polyalthia longifolia</i>	Annonaceae	27/ Ornamental	negative effect on ecology
28	Krishna chura	<i>Delonix regia</i>	Fabaceae	2/ Ornamental	positive effect on ecology
29	Aamluki	<i>Phyllanthus embolika</i>	Phyllanthaceae	2/Medicinally important fruit	positive effect on ecology
30	Bohera	<i>Terminalia bellirica</i>	Combretaceae	1/Med pl	positive effect on ecology
31	Champa	<i>Michelia champaka</i>	Magnoliaceae	1/Med pl	positive effect on ecology
32	Rudrapalash	<i>Spathodea campanulata</i>	Bignoniaceae	1/Tree/Ornamental	positive effect on ecology
33	Bottle brush	<i>Callistemon viminalis</i>	Myrtaceae	1/ Ornamental tree	positive effect on ecology
34	Pink cassia	<i>Cassia javanica</i>	Fabaceae	1/Woody tree	positive effect on ecology
35	Palash	<i>Butea monosperma</i>	Fabaceae	2/Woody Tree/	positive effect on ecology
36	Araucaria	<i>Araucaria heterophylla</i>	Auroiaceae	2/tree	negative effect on ecology
37	Amaltus/Bandar lathi	<i>Cassia fistula</i>	Fabaceae	1/ Ornamental Tree	positive effect on ecology

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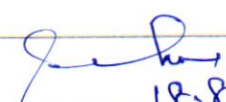
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38	Panthapadap	<i>Ravenala madagascariensis</i>	Areaceae	5/ Exotic plant	Exotic
39	Jhau	<i>Thuja</i>	Cupressaceae	2/ornamental	positive effect on ecology
40	Karabi	<i>Nerium indicum</i>	Apocyanaceae	1/ Flowering plant	positive effect on ecology
41	Neem	<i>Azadirachta indica</i>	Meliaceae	1/Medicinal plant	positive effect on ecology
42	Jaba	<i>Hibiscus rosasinensis</i>	Malvaceae	1/ Flowering plant	positive effect on ecology
43	Siuli	<i>Nyctanthus arbortristis</i>	Oleaceae	State Plant	positive effect on ecology
44	Kamini	<i>Murraya paniculata</i>	Rutaceae	1/ Flowering plant	positive effect on ecology
45	Dalim	<i>Punica granatum</i>	Punicaceae	1/ Fruit plant	positive effect on ecology
46	Lebu	<i>Citrus sp</i>	Rutaceae	1/ Fruit plant	positive effect on ecology
47	Rangan	<i>Ixora sp</i>	Rubiaceae	1/ Flowering plant	positive effect on ecology
48	Sabeda	<i>Manilkara zapotica</i>	Sapotaceae	1/ Fruit plant	positive effect on ecology
49	Jamrul	<i>Syzygium samarangense</i>	Myrtaceae	1/ Fruit plant	positive effect on ecology
50	Ashoke	<i>Saraka asoka</i>	Fabaceae	1/Med Pl	positive effect on ecology
51	jui	<i>Jasminum molle</i>	Oleaceae	1	positive effect on ecology
52	Sirish	<i>Albizia pricera</i>	Fabaceae	1	positive effect on ecology
53	Khirish	<i>Albizia lebbak</i>	Fabaceae	1	positive effect on ecology
54	kagajphull	<i>Bougainvillea glabra</i>	Nyctanthaceae	2/ ornamental	positive effect on ecology
55	Cycas male plant	<i>Cycas cercinalis</i>	Cycadaceae	1/Med Pl	positive effect on ecology
56	cycas female plant	<i>Cycas roxberghii</i>	Cycadaceae	1/Med Pl	positive effect on ecology
57	Swetchandan	<i>Santalum album</i>	Santalaceae	1/Med Pl	positive effect on ecology
58	Lal Chandan	<i>Pterocarpus santalinus</i>	Fabaceae	1/Med Pl	positive effect on ecology
59	Nisinda	<i>Vitex negundo</i>	Lamiaceae	1/Med Pl	positive effect on ecology



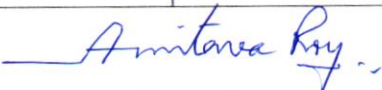
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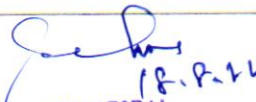

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60	Labanga	<i>Syzygium arometicum</i>	Myrtaceae	1/Med Pl	positive effect on ecology
61	karpur	<i>Cinnamomum camphora</i>	Lauraceae	1/Med Pl	positive effect on ecology
62	Satamul	<i>Asparagus resimosus</i>	Asparagaceae	1/Med Pl	positive effect on ecology
63	Antamul	<i>Hemidesmus indicus</i>	Apocyanaceae	1/Med Pl	positive effect on ecology
64	Multivitamin	<i>Sauropus androgynus</i>	Asteraceae	1/Med Pl	positive effect on ecology
65	Sarpagandha	<i>Rauvalfia serpentina</i>	Apocyanaceae	1/Med Pl	positive effect on ecology
66	Ayapan	<i>Eupatorium triplinerve</i>	Compositae	1/Med pl	positive effect on ecology
67	Vringa raj	<i>Eclipta alba</i>	Asteraceae	1/Med pl	positive effect on ecology
68	Tulsi	<i>Ocimum sanctum</i>	Lamiaceae	1/Med pl	positive effect on ecology
69	Kalmegh	<i>Andrographis paniculata</i>	Acanthaceae	1/Med pl	positive effect on ecology
70	Thankuni	<i>Centella asiatica</i>	Apiaceae	1/Med pl	positive effect on ecology
71	Olotkambal	<i>Abroma augusta</i>	Malvaceae	1/Med pl	positive effect on ecology

Weed / Herbs (Medicinal Plants)

72	Alligator Weed	<i>Alternanthera philoxeroides</i>	Amaranthaceae	1/Med pl	positive effect on ecology
73	Cape Jasmine	<i>Phylla nodiflora</i>	Verbinaceae	1/Med pl	positive effect on ecology
74	Hairy Coneflower	<i>Hemigraphis hirta</i>	Acanthaceae	1/Med pl	positive effect on ecology
75	Toothed Dock	<i>Rumex dentatus</i>	Polygonaceae	1/Med pl	positive effect on ecology
76	Asthma-plant	<i>Euphorba hirta</i>	Euphorbiaceae	1/Med pl	positive effect on ecology
77	Creeping Primrose Willow	<i>Ludwigia repens</i>	Onagraceae	1/Med pl	positive effect on ecology
78	Goat Weed	<i>Pouzolzia indica</i>	Utricaceae	1/Med pl	positive effect on ecology


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79	Joshtimadhu	<i>Scoparia dulcis</i>	Plantaginaceae	1/Med pl	positive effect on ecology
80	Bontamak	<i>Nicotiana plumbaginifolia</i>	Solanaceae	1/Med pl	positive effect on ecology
81	Water Pepper	<i>Polygonum hydropiper</i>	Polygonaceae	1/Med pl	positive effect on ecology
82	American Black Nightshade	<i>Solanum amaricanam</i>	Solanaceae	1/Med pl	positive effect on ecology
83	Telakochu	<i>Coccinia grandis</i>	Cucurbitaceae	1/Med pl	positive effect on ecology
84	Lettuce	<i>Blumea laura</i>	Asteraceae	1/Med pl	positive effect on ecology
85	Bon Sharshe	<i>Rorripa indica</i>	Brassicaceae	1/Med pl	positive effect on ecology
86	Native Gooseberry	<i>Physalis minima</i>	Solanaceae	1/Med pl	positive effect on ecology
87	Ghentu	<i>Clerodendron viscosum</i>	Verbinaceae	1/Med pl	positive effect on ecology
88	Flowering Plant	<i>Synendrella nodiflora</i>	Asteraceae	1/Med pl	positive effect on ecology
89	Keshut	<i>Eclipta alba</i>	Asteraceae	1/Med pl	positive effect on ecology
90	Iron Weed	<i>Vernonia cineria</i>	Asteraceae	1/Med pl	positive effect on ecology
91	Latapata	<i>Mikania scandens</i>	Asteraceae	1/Med pl	positive effect on ecology
92	Chinese Brake Fern	<i>Pteris</i>	Pteridaceae	1/Med pl	positive effect on ecology
93	Wood Ferns	<i>Dryopteris</i>	Dryopteridaceae	1/Med pl	positive effect on ecology
94	Kochu	<i>Calocasia esculenta</i>	Araceae		positive effect on ecology

Observations

- The Campus has many trees (species) in its vicinity. To maintain biodiversity, various tree plantation programmess are organized in the college campus and surrounding areas through NSS (National Service Scheme) unit and other departments.
- The plantation programmes include planting of various types of indigenous species of ornamental and medicinal wild plant species, timber yielding plants which also have high oxygen releasing and carbon-di-oxide reducing potential. An increase in the number of plants also encourages increased habitat of birds, animals and insects, which influences

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General Secretary
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P.O.- Nimpith Ashram, South 24 Parganas
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South 24 Parganas, Pin- 743372

the bio-diversity of the campus, and plays a profound role in pollination and ecological balance.

Energy Use and Conservation

This indicator addresses energy consumption, energy sources, energy monitoring, lighting, appliance, and vehicles.

Table showing the Electricity Consumption details of College Campus in the 2021-22 Session:

April & May--- 4887 units

June & July--- 4213 units

August & September--- 4518 units

October & November--- 3753 units

December & January--- 16,187 units

February & March--- 15,328 units

April & May---4265 units

Total ---53,151 units

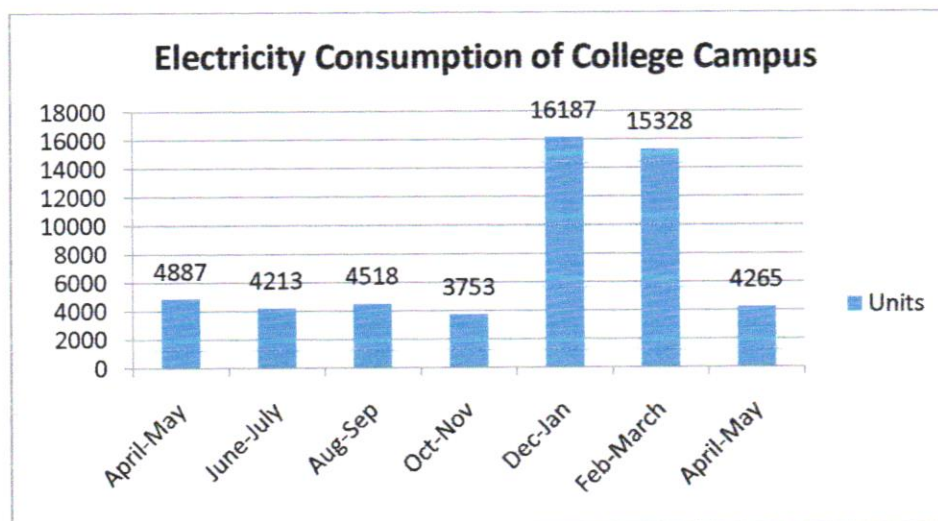


Table showing the Electricity Consumption details of the Boys' Hostel

1 April -May, 2021 1203 units

2. June-July, 2021 1006 units

3. Aug-Sep, 2021 900 units

4. Oct-Nov, 2021 1257 units

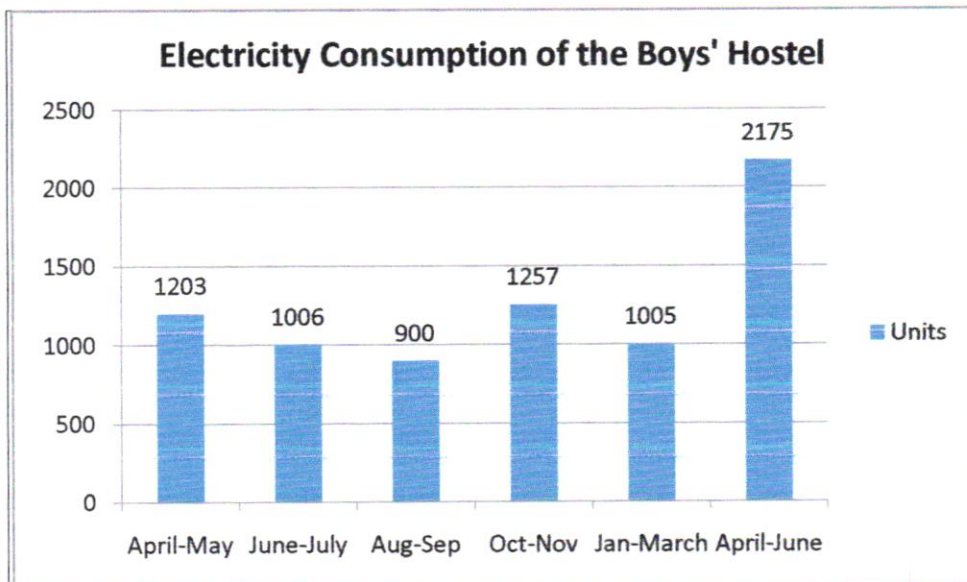
5. Jan-March, 2022 1005 units

6. April-June, 2022 2175 units

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FUEL CONSUMPTION

LPG, Diesel, Consumption details:

No. of Generator sets: 4

Quantity of diesel consumed per month:

July to September: 600 litres

October: 100 litres

November to December: 350 litres

January: 150 litres

February to April: 590 litres

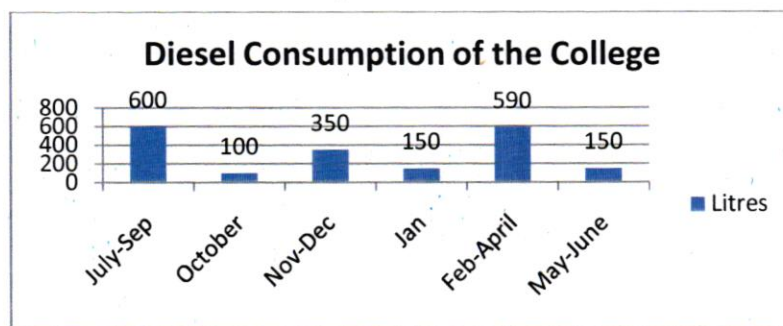
May to June: 150 litres

Total: 1940 litres

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Gas Cylinders Used:

Yearly one and half LPG cylinder is consumed in the laboratories of the different departments.

$$14 \text{ kg} \times 1.5 = 21 \text{ Kg.}$$

Since the Canteen is run by an external agency, its fuel consumption could not be estimated by the team.

Recommendations

- In campus premises electricity should be shut down from main building supply after official time, to prevent power loss due to eddy current.
- Installation of LED lamps instead of CFL and replacing the old tube lights with the new LED tubes.
- 5-star rated Air Conditioners, Fans and CFLs should be used.
- Solar panels should be installed immediately.

Amitava Ray

General Secretary
LOKAMATA RANI RASHMCNI MISSION
P.O.- Nimpith Ashram, South 24 Parganas
Pin - 743338

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